

## WHAT SCHOOL CHOICES ARE AVAILABLE AND WHAT MEASURES DO COUNTRIES USE TO PROMOTE OR RESTRICT SCHOOL CHOICE?

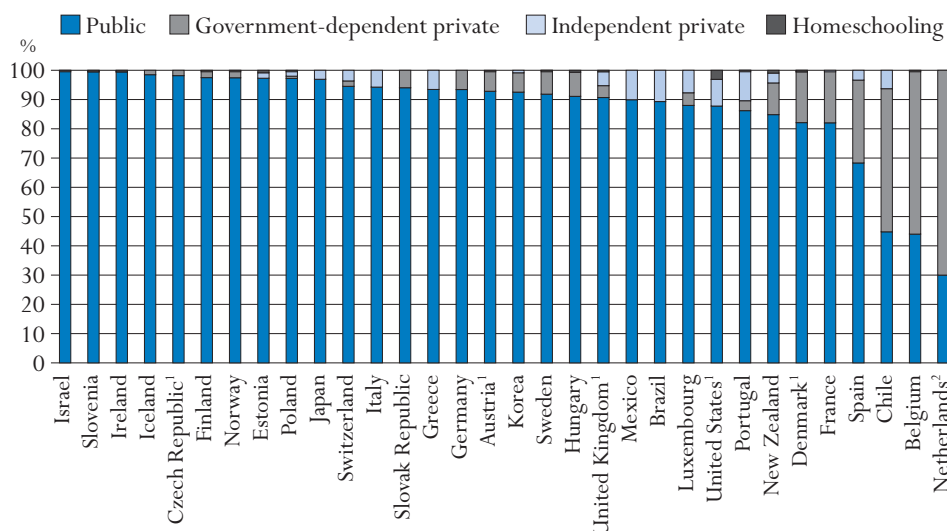
This indicator examines the available scope and nature of school choice. It also covers the means used by countries either to promote or restrict the choice of schools at the primary and lower secondary levels. Although there have been earlier comparisons of school choice systems based on a handful of country case studies, this is the first international study of school choice that collects and analyses data from comparable variables.

### INDICATOR D5

#### Key results

**Chart D5.1. Distribution of students across diverse forms of educational institutions**

Countries commonly have a variety of educational institutions in addition to public schools. Four in five OECD countries covered allow government-dependent private schools and independent private schools to provide compulsory education. In addition, over 70% of OECD countries reported that homeschooling could be a legal means of providing compulsory education. Actual enrolment patterns suggest that, in practice, enrolments in government-dependent private schools exceed 10% in only seven countries (Belgium, Chile, Denmark, France, the Netherlands, New Zealand and Spain) and exceed 10% in independent private schools in only three countries (Mexico, Portugal and the partner country Brazil). Only half of the countries reported enrolments in homeschooling, on average for only 0.4% of total enrolments.



Note: Several countries reported small numbers of students in homeschooling which comprised less than 0.01% of total enrolments.

1. Estimated for homeschooling.

2. Estimated for reference year 2006.

Countries are ranked in descending order according to the proportion of students reported in public schools.

Source: OECD, Table D5.2. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

StatLink  <http://dx.doi.org/10.1787/888932310548>

### Other highlights of this indicator

- Most countries rely on public schools to provide compulsory education, although alternatives exist.
- Countries generally permit choice among public schools, but nearly all initially assign students to a public school based on geographic location. Families must apply or seek permission to have their child(ren) attend another public school. They do not often do so.
- School choice assumes that schools differ and that parents can choose on the basis of school profiles or pedagogical practices. The nature and scope of regulations applicable to public and private schools may restrict the amount and significance of school choice in countries in which schools are more regulated. Regulation is most frequent in terms of a standardised curriculum and employment and certification standards for teachers.
- In addition to the direct funding that all countries provide to public schools and that many provide to private schools, they often also provide public financial support to families to help offset the cost of tuition and other schooling costs. Publicly funded vouchers or scholarships exist in 11 of the OECD countries surveyed. Tuition tax credits were reported in eight OECD countries.
- Families commonly pay full or partial tuition for private schools. In 20 out of 22 OECD countries, independent private schools also apply fees for specific activities or services. Such fees are also applied by government-dependent schools in 13 out of 23 OECD countries and for public schools in 2 out of 30.
- Opportunities for school choice have expanded in the last 25 years. More than half of the countries reported a reduction in restrictions on school choice among public schools. Twelve OECD countries reported the creation of new autonomous public schools and ten reported that new funding mechanisms had been put in place to promote school choice. Reforms to promote school choice most often applied to public schools and least often to independent private schools. Six OECD countries reported reforms which expanded opportunities for homeschooling in the last 25 years.

## Policy context

Exit, voice and loyalty are three options available to consumers when they face insufficient or deteriorating quality of goods or services (Hirschman, 1970). These options are also commonly used to explain or justify school choice. As applied to school choice, “exit” offers parents the possibility to select or choose a school other than the one assigned to their child. “Voice” refers to parents’ opportunities to influence or change their child’s school, and “loyalty” indicates that parents either might not have exit or voice options or choose not to exercise them.

School choice and parent voice are inextricably linked. When school choice is limited there is likely to be more parent voice (see Indicator D6). Similarly, when there are ample opportunities for “voice”, fewer parents are likely to “exit” and choose another school for their children.

## Theoretical arguments for school choice

The primary argument of proponents of school choice is that privatisation and competition will bring a much-needed dose of entrepreneurial spirit and a competitive ethos to public education. In theory, competition and the threat that consumers may choose to purchase goods and services from other providers create a strong incentive for providers to supply high-quality products and lower prices, lest consumers “vote with their feet” and take their business elsewhere. This is one of three arguments often used to justify the creation or expansion of school choice.

A second argument is that, with a wide variety of schools from which to choose, each of which provides a different mix of services, customers will choose the mix of services that best meets their educational preferences. The result will be schools that cater to a relatively narrow range of educational preferences. Sorting by preferences, it is argued, will reduce the amount of time schools spend resolving conflicts among stakeholders, leaving them more time and energy to devote to developing and implementing education programmes.

A third theoretical argument for school choice is that the creation of more autonomous schools will lead to innovations in curriculum, instruction and governance, which in turn will improve outcomes. Other schools, including those competing for the same students, could also improve by adopting innovative practices.

## Categories of school choice

School choice can be categorised in various ways. Many frameworks use the extent to which schools are publicly or privately owned, governed and financed. Belfield and Levin (2005) considered five dimensions: sponsorship, governance, funding, production and outcomes.

The framework used for this indicator comprises four categories of schooling, each of which may include or promote school choice. The first covers publicly owned and financed schools, and the other three involve types of schools that are privately owned. In addition to considering these four categories, the framework distinguishes forms of school choice across the two ISCED levels that typically define compulsory education: primary and lower secondary. The upper secondary level (ISCED 3) is also commonly considered a component of compulsory school systems, but it is excluded because many countries diversify school options at this level to correspond to career tracks.

School choice within the public school sector typically refers to school choice among public schools governed by the same unit of government. This means that school choices available to parents are restricted to a specific district, municipality or region. When families are assigned to a public school based on geographic location, permission to enrol in another public school may require an exemption and may depend on the availability of places at another school.

School reforms instituted in a number of countries during the late 1980s and 1990s focused on the creation of new public schools with site-based management and greater autonomy from district or municipal authorities. In some countries, such autonomous public schools were created as new schools while in others, public schools were allowed to change their status or remove themselves from the control of district or municipal authorities.

As in the case of public schools, a number of reforms since the 1980s have promoted the creation of new private schools or the growth of existing private schools. When some countries increased government funding for private schools, some independent private schools became classified as government-dependent private schools.

## Evidence and explanations

### What this indicator does and does not cover

School choice is a very complex issue which is difficult to capture in a general survey. Given the nature of the data that can be collected at the national level, the focus was on the general structures of school choice and on certain types of government support or constraints that may promote or restrict school choice. The data collection emphasised regulations and structures more than practices, which may vary considerably at the local level. The annex to this indicator presents important details that qualify and explain countries' responses. The nine additional tables available on line also illustrate the complexity of this issue.

### Types of schools from which to choose

Most countries permit a diverse array of educational institutions to operate and provide compulsory education. In addition to public schools, three forms of private school were considered: government-dependent private schools, independent private schools and homeschooling. However, enrolment patterns indicate that only a few countries have reasonably large enrolments in private schools. On average, government-dependent schools enrolled 14% of primary and lower-secondary students in the 22 OECD countries that reported students in this type of school. Independent private schools enrolled, on average, 4% of all students in primary and lower-secondary schools in the 22 OECD countries reporting enrolments. Sixteen OECD countries and three partner countries reported enrolments in homeschooling and, on average, this accounted for only 0.4% of total enrolments (Chart D5.1 and Table D5.2).

School choice can exist in the public school sector or among both public and private schools. The data collected suggest that parents are allowed to choose any public school they wish in 16 out of 29 OECD countries. In all but four countries (Belgium, Chile, the Netherlands and New Zealand), students are initially assigned a public school based on their geographic area. Most countries had some restrictions regarding the possibility of choosing a public school other than the one to which a child is assigned. For example, Iceland, Japan, Norway, Poland, Switzerland, the United States and the partner countries Brazil and Israel restricted choice

of another public school to a local or regional area. About two-thirds of OECD countries reported that families had to apply in order to enrol their child in a public school other than the one to which the child is assigned. In 21 out of 30 OECD countries, access to another public school depended on the places available (Table D5.1).

### **Criteria used by public and private schools when assigning and selecting students**

D5

The principal criterion used by 25 out of 30 OECD countries for assigning public schools, at both the primary and lower secondary levels, is geographic location, that is, the location of the family's residence within the municipality of the school and the proximity of the residence to the school. Specialisation or examinations are also used to assign public schools in the Czech Republic, the Slovak Republic and the partner countries Estonia and Israel at the primary and lower secondary levels, and in England, France, Germany, Mexico, the Netherlands and Switzerland at the lower secondary level. Public schools establish selective admission criteria in only 12 out of 30 OECD countries at the primary level and in 17 out of 30 at the lower secondary level (Table D5.5, available on line).

In contrast, independent private schools report the most flexibility in establishing admission criteria at both the primary (16 out of 19 OECD countries) and lower secondary levels (16 out of 18 OECD countries). Independent private schools use academic criteria, religion and gender as a basis for admission in over 70% of OECD countries for which data are available at the primary level and in over 80% at the lower secondary level. The extent to which government-dependent private schools at the primary (16 out of 22 OECD countries) and lower secondary levels (18 out of 23) establish selective admission criteria place them between public and independent private schools.

### **School choice in the public sector**

Since 1985, progress has been made in creating opportunities for school choice at both the primary and lower secondary levels of public education. Restrictions on the choice of public schools have been lessened, and new autonomous public schools offer parents a greater choice of public schools in close to a dozen countries. Table D5.6 indicates that opportunities for school choice have been expanded since 1985 in 17 out of 30 OECD countries at the primary level and in 18 out of 30 at the lower secondary level. The reforms also include new funding mechanisms that promote school choice in England, Finland, Hungary, Italy, Luxembourg (lower secondary), Poland, Portugal (lower secondary), the Slovak Republic, Sweden, the United States and the partner countries Estonia and Israel (see Table D5.6, available on line).

### **Government-dependent private schools and their role in providing compulsory education at the primary and lower secondary levels**

Government-dependent private schools are permitted to provide compulsory education in 23 out of 30 OECD countries at the primary level and in 24 out of 30 at the lower secondary level. In addition, OECD countries report that school choice has expanded since 1985 among government-dependent private schools at the primary (11 out of 23 OECD countries) and lower secondary levels (12 out of 24). In general, the results reported in Table D5.7 (available on line) show that restrictions on school choice have weakened, that reforms have created additional government-dependent private schools which offer new options for parents' choice of schools

for their children, and that government-dependent private schools have greater autonomy for participating in school choice. New funding mechanisms in support of school choice have also been created in the Czech Republic, England, Finland, Hungary, Poland, the Slovak Republic, Sweden and the partner countries Israel and Slovenia.

### **Independent private schools and their role in providing compulsory education at the primary and lower secondary levels**

Except for the Czech Republic, Finland, Korea (lower secondary level), the Slovak Republic and Sweden, all other OECD countries report that independent private schools are permitted to operate and provide compulsory education at the primary (24 out of 30 OECD countries) and lower secondary levels (23 out of 30). In Belgium, although independent private schools are free to arrange education, they do not have permission to hand out legitimate diplomas – students have to pass tests that are organised by the Belgian authority to obtain legitimate diplomas. OECD countries report that school choice has expanded since 1985 among independent private schools at the primary (5 out of 22 OECD countries) and lower secondary level (6 out of 21) (see Table D5.8, available on line).

### **Homeschooling as a legal means of providing compulsory education at the primary and lower secondary levels**

Homeschooling is a legal means of providing compulsory education in 24 out of 30 OECD countries at the primary level and in 22 out of 30 at the lower secondary level. It is not permitted in the Czech Republic (lower secondary level), Germany, Greece, Japan, Korea, Mexico, the Slovak Republic (lower secondary level), Spain and the partner country Brazil.

In general, most countries that permitted homeschooling reported that: *i*) families are not permitted to enrol their child(ren) in a government-sponsored school part-time and provide the remaining education in the home; *ii*) opportunities for families to homeschool their child(ren) have not been expanded by legislation since 1985; *iii*) reforms have not reduced restrictions on homeschooling; *iv*) reforms have not included new funding mechanisms that promote homeschooling; and *v*) public funds are only used to support homeschooling in four countries (Hungary, New Zealand, the Slovak Republic [primary level] and the partner country Estonia) (see Table D5.9, available on line).

### **Financial incentives and disincentives for school choice**

Financial incentives are an important means of promoting school choice. Financial incentives such as publicly funded school vouchers/scholarships or tuition tax credits can help families choose a school other than the one assigned by helping to cover the cost of tuition.

Generally speaking, only around one-third of countries reported that publicly funded school vouchers or scholarships were available to help families choose a government-dependent school and less than one-fifth reported they were available to help families choose an independent private school. Around three-quarters of the OECD countries reporting vouchers or scholarships indicated that these are intended for students from a lower socio-economic background. Vouchers or scholarships were more prevalent at the lower secondary than at the primary level (Table D5.3 and Table D5.12, available on line).

Four countries (Germany, Korea [lower secondary level], Luxembourg and Portugal) reported having a tuition tax credit for parents who choose to enrol a child in a government-dependent private school. Nine countries (Germany, Italy, Korea [primary level], Luxembourg, Portugal, Scotland, Spain and the partner countries Brazil and Estonia) reported tuition tax credits to help families who choose independent private schools. In New Zealand, tax rebates are available for donations to government-dependent and independent private schools. Luxembourg reported that tuition tax credits to help families who choose to homeschool their child(ren) are possible under special conditions (Table D5.3).

Schools that are permitted to require fees are less attractive, especially for families with lower incomes. While only 3 countries (Belgium [Flemish Community], Italy and the partner country Israel) reported obligatory contributions/fees for public schools, 15 reported that government-dependent private schools were permitted to charge fees (13 OECD countries and 2 partner countries), and 23 reported that independent private schools were permitted to do so (20 OECD countries and 3 partner countries). Although the survey did not address the level of obligatory fees, the amount typically depends on the volume of public resources that each school receives.

In terms of voluntary contributions, 23 out of 30 OECD countries reported that public schools were permitted to receive voluntary contributions. In Chile, Germany, Greece, Iceland, Japan, Luxembourg and Switzerland, public schools do not receive voluntary financial contributions. This compares with all government-dependent private schools and independent private schools. All partner country schools were permitted to receive voluntary contributions. Additional information on household expenditure on educational institutions can be found in Indicator B3.

For school choice to be effective, the public monies which schools receive should be closely linked to the number of students enrolled. Funding that follows students when families choose to move their child provides a market signal. Thirteen out of twenty-nine OECD countries reported that money follows students who choose among public schools. Public money provided to government-dependent private schools and independent private schools followed students in 11 out of 23 and 7 out of 13 OECD countries, respectively.

Although public funding did not always immediately follow a student in the event of a transfer to another school, 14 out of 30 OECD countries reported that adjustments in funding can be made over time when students choose to enter or leave a public school. In Mexico, Portugal and the partner country Slovenia, funding for public schools neither followed students nor were adjusted over time. Delayed adjustments in funding were also common when students entered or left government-dependent private schools (11 out of 23 OECD countries made delayed payments). Only France, Luxembourg, New Zealand and the partner country Israel reported delayed funding adjustments for independent private schools.

For more information and specific country data, see Table D5.3 and Tables D5.12 and D5.13 available on line.

### **Government regulations for different types of educational institutions**

True school choice assumes that schools differ and that parents can therefore make meaningful choices on the basis of school profiles or pedagogical practices. If all schools are identical, or very similar, choice is less attractive and less meaningful. More heavily regulated schools are

assumed to be more similar, with the result that the nature and scope of regulations influence the amount and significance of school choice. Table D5.4 gives country-specific responses on regulations that apply to public schools, government-dependent private schools, independent private schools and homeschooling.

*Standard or partially standardised curriculum required.* At the lower secondary level 93% of OECD countries reported a standard or partially standardised curriculum in public schools. This compares with 91% of OECD countries for government-dependent private schools, 59% for independent private schools, and 61% for OECD countries that permit homeschooling. The picture is similar at the primary level.

*Mandatory national examination required.* Public schools at the lower secondary level had mandatory national exams in 36% of OECD countries. This was also the case for government-dependent private schools in 32% of OECD countries and for independent private schools in 30%. Only 18% reported the existence of mandatory national exams for families that homeschool. Such exams are less prevalent at the primary level, with mandatory national exams in 14% of OECD countries for public schools, 10% for government-dependent private schools, 13% for independent private schools and 5% for families that homeschool.

*National assessment requirements.* The responses summarised in Table D5.4 indicate that two-thirds of OECD countries require mandatory assessment at public and government-dependent private primary schools, while more than half of OECD countries require mandatory assessment for public and government-dependent private lower secondary schools. Mandatory assessment is less often required for homeschooled pupils at both the primary and lower secondary levels (less than two-tens of OECD countries). Half of OECD countries report that mandatory assessment is required in independent schools at primary level, but less than half require this at the lower secondary level.

*Can schools promote religion or religious practices?* One distinguishing characteristic of schools which motivates school choice is the religious profile. Public schools were allowed to promote religion or religious practices at the lower secondary level in 46% of OECD countries, but 83% of government-dependent private schools could do so. At the lower secondary level, independent private schools and families that homeschool were also free to promote religion in 95% and 83% of OECD countries respectively. The picture is similar at the primary level.

*Employment and certification standards.* All countries but Chile (at the primary level) reported having employment and certification standards for personnel working in public schools, and all but Denmark reported that this applied to government-dependent private schools. These standards were less often obligatory for independent private schools. For these, 16 out of 21 OECD countries at the primary level and 14 out of 20 OECD countries at the lower secondary level reported applying such standards. Of the countries that permitted homeschooling, the Czech Republic, the Slovak Republic, Switzerland and the partner country Estonia also had standards for personnel who instructed students in the home.

*Restrictions on staffing and class size.* There were restrictions on staffing and class size in public schools in around 70% of OECD countries. This compares with around half of the government-dependent private schools and around a third of the independent private schools. Only Switzerland and the partner country Estonia reported such restrictions for homeschooling. The restrictions were slightly more prevalent for primary than for lower secondary schools.



### Use of public resources for transporting students attending diverse categories of schools

Public resources may be attributed to schools for transporting students. This seems to be the case primarily for public schools and government-dependent private schools. At the primary and lower secondary levels, all OECD countries reported that public resources are used to transport students to public schools, and around three out of four reported that they are for government-dependent private schools. By and large, school choice – all school types and levels – has not been promoted through changes in transport practices (see Table D5.10, available on line).

### Responsibility for informing parents about school choices available to them

It is not principally the government's responsibility to inform parents about the choices available to them. At the primary level, only 19 out of 30 OECD countries reported that informing parents is the responsibility of the government, and in 7 of these countries, the information is limited to public forms of school choice. At the lower secondary level, 20 out of 30 reported this to be the case and in 6 of these countries, the information is limited to public forms of school choice. Different levels of government may be responsible for informing parents, but most often this responsibility falls to local authorities or government and to the school or school board. At both levels, only Chile, England, Hungary, New Zealand and the United States reported that performance data are included in the information presented to parents (see Table D5.11, available on line).

### Definitions and methodologies

Data are from the 2009 OECD-INES Survey on School Choice and Parent Voice and refer to the school year 2007-08. Data on enrolments are based on the UOE data collection on educational systems administered annually by the OECD and refer to the school year 2007-08.

Educational institutions are classified as either *public* or *private*. Public institutions and the three forms of private institutions are defined as follows:

- **Public institution.** An institution is classified as *public* if it is: *i*) controlled and managed directly by a public education authority or agency; or *ii*) controlled and managed either by a government agency directly or by a governing body (council, committee, etc.), most of whose members are either appointed by a public authority or elected by public franchise.

In a few countries, new forms of public schools have been created during the last 25 years as a means to promote school choice. Even though these schools may have greater autonomy, if they are publicly owned, steered and financed, they are considered public institutions.

- **Private institution.** An institution is classified as *private* if: *i*) it is controlled and managed by a non-governmental organisation (*e.g.* a church, trade union or business enterprise); or *ii*) most of the members of its governing board are not selected by a public agency.

– A **government-dependent private institution** is an institution that receives more than 50% of its core funding from government agencies or one whose teaching personnel are paid by a government agency. The term “government-dependent” refers only to the degree of a private institution's dependence on funding from government sources; it does not refer to the degree of government direction or regulation.

- An **independent private institution** is an institution that receives less than 50% of its core funding from government agencies and whose teaching personnel are not paid by a government agency. The term “independent” refers only to the degree of the institution’s dependence on funding from government sources; it does not refer to the degree of government direction or regulation.
- A third form of private schooling is **homeschooling**. Some countries allow homeschooling when it conforms to established regulations. Homeschooling involves the education of children at home, typically by parents but sometimes by tutors, which meets compulsory school requirements. Around the world, it is common for parents to provide supplemental instruction or tutoring at home. This is not homeschooling if it supplements or supports compulsory education delivered at a school. Where permitted, homeschooling replaces compulsory education delivered at a school and it qualifies students for formal schooling at higher levels.

### Related terms

A **school voucher** (often referred to as a scholarship) is a certificate issued by the government which parents can use to pay for the education of their child at a school of their choice, rather than the public school to which the child was assigned. In most instances, parents do not actually receive a certificate or redeemable check. Instead, schools verify that they are serving qualified students and the government provides funding to the school on the basis of the number of qualified students enrolled. Qualified students are the subgroup of students targeted by many voucher or scholarship programmes; typically these include ethnic minorities or students from low-income families.


A **tuition tax credit** is a regulation that allows parents to deduct educational expenses, including private school tuition, from their taxes. This results in governments paying the costs for private schools through foregone revenues.

### Further references

Hirschman, A.O. (1970), *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*, Harvard University Press, Cambridge, Massachusetts.

Belfield, C.R., & Levin, H.M. (2005), *Privatizing Educational Choice: Consequences for Parents, Schools, and Public Policy*, Paradigm Publishers, Boulder, Colorado.

The following additional materials relevant to this indicator is available on line at:

**StatLink**  <http://dx.doi.org/10.1787/888932310548>

- *Table D5.5. Criteria used by public and private schools when assigning and selecting students (2008)*
- *Table D5.6. Expansion of school choice within the public school sector over the past 25 years (2008)*
- *Table D5.7. Government-dependent private schools and their role in providing compulsory education at the primary and lower secondary level (2008)*
- *Table D5.8. Independent private schools and their role in providing compulsory education at the primary and lower secondary level (2008)*
- *Table D5.9. Homeschooling as a legal means of providing compulsory education at the primary and lower secondary level (2008)*
- *Table D5.10. Use of public resources for transporting students (2008)*
- *Table D5.11. Responsibility for informing parents about school choices available to them (2008)*
- *Table D5.12. Availability of school vouchers (or scholarships) (2008)*
- *Table D5.13. Extent to which public funding follows students when they leave for another public or private school (2008)*

Table D5.1.  
Freedom for parents to choose a public school for their child(ren) (2008)  
By level of education

	Primary							Lower secondary						
	Initial assignment based on geographical area schools	Families are given a general right to enrol in any traditional public school they wish	Choice of other public schools is restricted to the district or municipality	Choice of other public schools is restricted by region	Families must apply to enrol in a public school other than the one assigned to their child(ren)	There is free choice of other public schools if there are places available	Others restrictions or conditions	Initial assignment based on geographical area schools	Families are given a general right to enrol in any traditional public school they wish	Choice of other public schools is restricted to the district or municipality	Choice of other public schools is restricted by region	Families must apply to enrol in a public school other than the one assigned to their child(ren)	There is free choice of other public schools if there are places available	Others restrictions or conditions
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<b>OECD countries</b>														
Austria	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Belgium (Fl.)	No	Yes	No	No	No	Yes	No	No	Yes	No	No	No	Yes	No
Belgium (Fr.)	No	Yes	No	No	No	Yes	No	No	Yes	No	No	No	Yes	No
Chile	No	Yes	No	No	No	Yes	No	No	Yes	No	No	No	No	No
Czech Republic	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	No	No	Yes	No
Denmark	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
England	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Finland	Yes	No	No	No	Yes	No	Yes	Yes	No	No	No	Yes	No	Yes
France	Yes	No	No	No	No	No	No	Yes	No	No	No	Yes	Yes	No
Germany	Yes	No	Yes	Yes	Yes	No	No	Yes	No	No	No	Yes	Yes	Yes
Greece	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No	No
Hungary	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Iceland	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No
Ireland	Yes	No	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Italy	Yes	Yes	No	No	Yes	Yes	m	Yes	Yes	No	No	Yes	Yes	m
Japan	Yes	No	No	Yes	Yes	No	No	Yes	No	No	Yes	Yes	No	No
Korea	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No	No
Luxembourg	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Mexico	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Netherlands	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No	Yes
New Zealand	No	Yes	No	No	No	Yes	No	No	Yes	No	No	Yes	Yes	No
Norway	Yes	No	Yes	Yes	Yes	No	m	Yes	No	Yes	Yes	Yes	No	m
Poland	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Portugal	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Scotland	Yes	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
Slovak Republic	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	No	No	Yes	No
Spain	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Sweden	Yes	No	No	No	No	Yes	No	Yes	No	No	No	No	Yes	No
Switzerland	Yes	No	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	No	No
United States	Yes	m	Yes	Yes	Yes	No	Yes	Yes	m	Yes	Yes	Yes	No	Yes
<b>Partner countries</b>														
Brazil	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Estonia	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	No
Israel	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No
Slovenia	Yes	No	No	No	Yes	Yes	No	Yes	No	No	No	Yes	Yes	No

Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310548>

Table D5.2.  
Public and private schools and their role in providing compulsory education (2008)  
By level of education

	Public schools			Government-dependent private schools			Independent private schools			Homeschooling			
	Legally permitted to operate and provide compulsory education		Percentage of all public and private school students	Legally permitted to operate and provide compulsory education		Percentage of all public and private school students	Legally permitted to operate and provide compulsory education		Percentage of all public and private school students	Permitted as a legal means of providing compulsory education		Percentage of all public and private school students	
	Primary	Lower secondary		Primary	Lower secondary		Primary	Lower secondary		Primary	Lower secondary		Primary
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD countries	Austria <sup>1</sup>	Yes	Yes	92.8	Yes	Yes	7.1	Yes	Yes	x(6)	Yes	Yes	0.12
	Belgium <sup>2</sup>	Yes	Yes	44.0	Yes	Yes	55.9	No	No	m	Yes	Yes	0.06
	Chile	Yes	Yes	44.8	Yes	Yes	48.9	Yes	Yes	6.3	Yes	Yes	m
	Czech Republic <sup>1</sup>	Yes	Yes	98.2	Yes	Yes	1.8	No	No	a	Yes	No	n
	Denmark <sup>1</sup>	Yes	Yes	82.1	Yes	Yes	17.4	Yes	Yes	0.4	Yes	Yes	0.03
	Finland	Yes	Yes	97.5	Yes	Yes	2.4	No	No	a	Yes	Yes	0.07
	France	Yes	Yes	82.0	Yes	Yes	17.5	Yes	Yes	0.4	Yes	Yes	n
	Germany	Yes	Yes	93.4	Yes	Yes	6.6	Yes	Yes	x(6)	No	No	a
	Greece	Yes	Yes	93.4	No	No	a	Yes	Yes	6.6	No	No	a
	Hungary	Yes	Yes	91.1	Yes	Yes	8.3	Yes	Yes	n	Yes	Yes	0.66
	Iceland	Yes	Yes	98.5	Yes	Yes	1.5	Yes	Yes	n	Yes	Yes	x(3)
	Ireland	Yes	Yes	99.5	No	No	a	Yes	Yes	0.4	Yes	Yes	0.06
	Italy	Yes	Yes	94.3	No	No	a	Yes	Yes	5.7	Yes	Yes	m
	Japan	Yes	Yes	96.9	No	No	a	Yes	Yes	3.1	No	No	a
	Korea	Yes	Yes	92.5	No	Yes	6.6	Yes	No	0.9	No	No	a
	Luxembourg	Yes	Yes	88.0	Yes	Yes	4.3	Yes	Yes	7.7	Yes	Yes	m
	Mexico	Yes	Yes	89.9	No	No	a	Yes	Yes	10.1	No	No	a
	Netherlands <sup>3</sup>	Yes	Yes	30.0	Yes	Yes	70.0	Yes	Yes	n	Yes	Yes	n
	New Zealand	Yes	Yes	84.8	Yes	Yes	10.8	Yes	Yes	3.4	Yes	Yes	0.96
	Norway	Yes	Yes	97.4	Yes	Yes	2.5	Yes	Yes	x(6)	Yes	Yes	0.06
Poland	Yes	Yes	97.2	Yes	Yes	0.8	Yes	Yes	2.0	Yes	Yes	0.06	
Portugal	Yes	Yes	86.2	Yes	Yes	3.4	Yes	Yes	10.4	Yes	Yes	0.01	
Slovak Republic	Yes	Yes	94.0	Yes	Yes	6.0	No	No	n	Yes	No	m	
Spain	Yes	Yes	68.3	Yes	Yes	28.3	Yes	Yes	3.4	No	No	a	
Sweden	Yes	Yes	91.8	Yes	Yes	8.1	No	No	n	Yes	Yes	0.01	
Switzerland	Yes	Yes	94.5	Yes	Yes	1.8	Yes	Yes	3.6	Yes	Yes	m	
United Kingdom <sup>1</sup>	Yes	Yes	90.7	Yes	Yes	4.1	Yes	Yes	4.8	Yes	Yes	0.50	
United States <sup>1</sup>	Yes	Yes	87.8	No	No	a	Yes	Yes	9.1	Yes	Yes	3.10	
			<b>OECD average</b>			<b>14.3</b>			<b>3.6</b>			<b>0.36</b>	
			<b>EU19 average</b>			<b>16.0</b>			<b>3.2</b>			<b>0.15</b>	
Partner countries	Brazil	Yes	Yes	89.3	No	No	a	Yes	Yes	10.7	No	No	a
	Estonia	Yes	Yes	97.3	No	No	a	Yes	Yes	1.9	Yes	Yes	0.86
	Israel	Yes	Yes	100.0	Yes	Yes	x(3)	Yes	Yes	n	Yes	Yes	0.04
	Slovenia	Yes	Yes	99.8	Yes	Yes	0.2	Yes	Yes	n	Yes	Yes	0.05

Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

1. Estimated for homeschooling.

2. Independent private schools are free to arrange education but have no permission to hand out legitimate diplomas.

3. Estimated for reference year 2006.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310548>

Table D5.3. Financial incentives and disincentives for school choice (2008)  
By level of education and category of school

	School vouchers (also referred to as scholarships) are available and applicable			Tuition tax credits are available to help families offset costs of private schooling			Compulsory and/or voluntary financial contributions from parents are permitted			Extent to which public funding follows students when they leave for another public or private school																
	Primary			Lower secondary			Primary			Lower secondary			Funding follows the student		Funding does not directly follow the student, although adjustments can be made over time											
	Public schools	Government-dependent private schools	Independent private schools	Public schools	Government-dependent private schools	Independent private schools	Government-dependent private schools	Independent private schools	Homeschooling	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Public schools	Government-dependent private schools	Independent private schools								
																			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD countries	Austria	No	No	No	No	No	No	No	No	No	No	No	No	No	m	Yes	Yes	m	No	No	a	Yes	Yes	a		
	Belgium (Fl.)	No	No	No	Yes	Yes	No	No	m	No	No	m	No	Yes	Yes	m	Yes	Yes	m	No	No	a	Yes	Yes	a	
	Belgium (Fr.)	No	No	No	Yes	Yes	No	No	m	No	No	m	No	No	m	Yes	Yes	m	No	No	a	Yes	Yes	a		
	Chile	Yes	Yes	No	Yes	Yes	m	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	a	No	No	a	
	Czech Republic	No	No	a	No	No	a	No	a	No	No	a	a	No	Yes	a	Yes	Yes	a	Yes	Yes	a	No	No	a	
	Denmark	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	a	Yes	Yes	a
	England	a	a	No	a	a	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	a	Yes	Yes	a	
	Finland	a	a	a	a	a	a	No	a	No	No	a	No	No	Yes	a	Yes	Yes	a	Yes	Yes	a	No	No	a	
	France	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	m
	Germany	Yes	Yes	m	Yes	Yes	m	Yes	Yes	a	Yes	Yes	a	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	m
	Greece	No	a	No	No	a	No	a	No	a	a	No	a	No	a	Yes	No	a	Yes	No	a	a	Yes	a	a	a
	Hungary	No	No	No	No	No	No	m	m	m	m	m	m	m	No	Yes	m	Yes	Yes	m	Yes	Yes	m	No	No	m
	Iceland	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
	Ireland	No	a	No	No	a	No	a	No	No	a	m	m	No	a	Yes	Yes	a	m	Yes	a	No	No	a	No	a
	Italy	Yes	a	No	Yes	a	No	a	Yes	m	a	Yes	m	Yes	a	Yes	Yes	a	Yes	Yes	a	Yes	No	a	No	a
	Japan	No	a	No	No	a	No	a	No	a	a	No	a	No	a	Yes	No	a	Yes	No	a	No	Yes	No	a	No
	Korea	No	a	No	No	No	a	a	Yes	a	Yes	a	a	No	No	No	Yes	Yes	Yes	Yes	No	a	No	Yes	No	No
	Luxembourg	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes
	Mexico	a	a	No	a	a	No	a	No	a	a	No	a	No	a	Yes	Yes	a	Yes	No	a	a	No	a	a	a
	Netherlands	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	m	Yes	Yes	Yes	No	No	No	No
	New Zealand	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes
	Norway	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	a	Yes	Yes	a	a
	Poland	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
	Portugal	a	a	a	a	a	a	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No
Scotland	No	No	No	No	No	No	No	Yes	No	No	Yes	No	No	m	Yes	Yes	m	Yes	Yes	m	Yes	No	m	No	No	
Slovak Republic	No	No	a	Yes	No	a	No	a	No	No	a	a	No	Yes	a	Yes	Yes	a	Yes	Yes	a	No	No	a	a	
Spain	Yes	Yes	a	Yes	Yes	a	No	Yes	a	No	Yes	a	No	No	Yes	Yes	Yes	Yes	No	No	a	Yes	Yes	a	a	
Sweden	No	No	a	No	No	a	No	a	No	No	a	No	No	No	a	Yes	Yes	a	Yes	Yes	a	No	No	a	a	
Switzerland	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	Yes	Yes	No	No	a	Yes	Yes	a	a	
United States	a	a	Yes	a	a	Yes	a	Yes	No	a	Yes	No	No	a	Yes	Yes	a	Yes	m	a	Yes	No	a	No	a	
Partner countries	Brazil	a	a	a	a	a	a	Yes	a	a	Yes	a	No	a	Yes	Yes	a	Yes	Yes	a	a	No	a	a	a	
	Estonia	Yes	a	Yes	Yes	a	Yes	m	a	Yes	m	a	Yes	m	No	a	No	Yes	a	Yes	Yes	Yes	No	a	No	
	Israel	a	a	a	a	a	a	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	
	Slovenia	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	


Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.  
Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).  
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.  
StatLink  <http://dx.doi.org/10.1787/888932310548>

Table D5.4.  
**Government regulations that apply to schools at the primary and lower secondary levels (2008)**  
 By category of school

	Primary																								
	A standard curriculum or partially standardised curriculum is required				Mandatory national examination is required				Mandatory national assessment is required				Schools can promote religion or religious practices				Personnel must meet employment and certification standards				There are restrictions on staffing and class size				
	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)		
OECD countries	Austria	Yes	Yes	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	
	Belgium (Fl.)	Yes	Yes	m	a	No	No	m	a	No	No	m	a	No	No	m	a	Yes	Yes	m	a	Yes	Yes	m	a
	Belgium (Fr.)	Yes	Yes	m	Yes	No	No	m	No	Yes	Yes	m	a	No	Yes	m	a	Yes	Yes	m	a	Yes	Yes	m	a
	Chile	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No
	Czech Republic	Yes	Yes	a	Yes	No	No	a	No	No	No	a	No	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	No
	Denmark	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
	England	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
	Finland	Yes	Yes	a	Yes	a	a	a	a	Yes	Yes	a	No	Yes	Yes	a	Yes	Yes	Yes	a	No	No	No	a	No
	France	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No	No	No	Yes	a	Yes	Yes	No	No	No	No	No	a
	Germany	Yes	Yes	m	a	No	No	m	a	Yes	Yes	m	a	No	Yes	m	a	Yes	Yes	m	a	Yes	Yes	m	a
	Greece	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a	m	a	m	a	Yes	a	Yes	a	Yes	a	Yes	a
	Hungary	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	m	a	Yes	Yes	m	a	Yes	No	m	a
	Iceland	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
	Ireland	Yes	a	Yes	No	No	a	No	No	No	a	No	No	Yes	a	Yes	a	Yes	a	No	a	Yes	a	No	a
	Italy	Yes	a	Yes	a	No	a	Yes	a	Yes	a	Yes	a	No	a	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a
	Japan	Yes	a	Yes	a	No	a	No	a	No	a	No	a	No	a	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a
	Korea	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	Yes	a	Yes	a
	Luxembourg	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
	Mexico	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	No	a
	Netherlands	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	a	Yes	Yes	Yes	a	No	No	No	No
	New Zealand	Yes	Yes	Yes	No	No	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No
	Norway	Yes	No	No	Yes	No	No	No	No	Yes	Yes	Yes	a	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No
	Poland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	No	Yes	Yes	Yes	No
	Portugal	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	m	a
Scotland	m	m	No	No	m	m	No	No	m	m	No	No	m	m	Yes	Yes	Yes	m	Yes	No	Yes	m	No	No	
Slovak Republic	Yes	Yes	a	Yes	No	No	a	No	No	No	a	No	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	No	a	a	
Spain	Yes	Yes	Yes	a	No	No	No	a	Yes	Yes	Yes	a	No	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	
Sweden	Yes	Yes	a	Yes	No	No	a	No	Yes	Yes	a	No	No	No	a	No	Yes	Yes	a	No	No	No	a	No	
Switzerland	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
United States	No	a	No	No	No	a	No	No	No	a	No	No	No	a	Yes	Yes	Yes	a	m	No	Yes	a	No	No	
Partner countries	Brazil	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	Yes	a	Yes	a	Yes	a	No	a	No	a
	Estonia	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes
	Israel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m	m	Yes	Yes	Yes	No	m	m	m	m	Yes	Yes	m	m
	Slovenia	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	a	Yes	Yes	a	a	Yes	Yes	a	a

Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310548>

Table D5.4. (continued)


Government regulations that apply to schools at the primary and lower secondary level (2008)  
By category of school

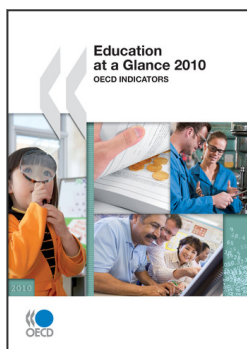
	Lower secondary																								
	A standard curriculum or partially standardised curriculum is required				Mandatory national examination is required				Mandatory national assessment is required				Schools can promote religion or religious practices				Personnel must meet employment and certification standards				There are restrictions on staffing and class size				
	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	Public schools	Government-dependent private schools	Independent private schools	Homeschooling					
(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)		
OECD countries	Austria	Yes	Yes	No	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	
	Belgium (Fl.)	Yes	Yes	m	a	No	No	m	a	No	No	m	a	No	No	m	a	Yes	Yes	m	a	Yes	Yes	m	a
	Belgium (Fr.)	Yes	Yes	m	a	No	No	No	No	Yes	Yes	a	a	No	Yes	m	a	Yes	Yes	m	a	Yes	Yes	m	a
	Chile	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	
	Czech Republic	Yes	Yes	a	a	No	No	a	a	No	No	a	a	Yes	Yes	a	a	Yes	Yes	a	a	m	m	a	a
	Denmark	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	
	England	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	
	Finland	Yes	Yes	a	Yes	a	a	a	a	Yes	Yes	a	No	Yes	Yes	a	Yes	Yes	Yes	a	No	No	No	a	No
	France	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	a	Yes	Yes	No	No	No	No	No	a	
	Germany	Yes	Yes	m	a	Yes	Yes	m	a	Yes	Yes	m	a	No	Yes	m	a	Yes	Yes	m	a	Yes	Yes	m	a
	Greece	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a	m	a	m	a	Yes	a	Yes	a	Yes	a	Yes	a
	Hungary	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	m	a	Yes	Yes	m	a	Yes	No	m	a	
	Iceland	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	
	Ireland	Yes	a	Yes	a	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	Yes	a	No	a	Yes	a	No	a
	Italy	Yes	a	Yes	a	No	a	Yes	a	Yes	a	Yes	a	No	a	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a
	Japan	Yes	a	Yes	a	No	a	No	a	No	a	No	a	No	a	Yes	a	Yes	a	Yes	a	Yes	a	Yes	a
	Korea	Yes	Yes	a	a	No	No	a	a	Yes	Yes	a	a	No	No	a	a	Yes	Yes	a	a	Yes	Yes	a	a
	Luxembourg	Yes	Yes	No	Yes	Yes	Yes	No	a	Yes	Yes	No	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	No	No	a
	Mexico	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	No	a
	Netherlands	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	Yes	a	Yes	Yes	Yes	a	No	No	No	a
	New Zealand	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No	
	Norway	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	
	Poland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	No	Yes	Yes	Yes	No	
	Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	m	a
	Scotland	m	m	No	No	m	m	No	No	m	m	No	No	m	m	Yes	Yes	Yes	m	Yes	No	Yes	m	No	No
	Slovak Republic	Yes	Yes	a	a	No	No	a	a	Yes	Yes	a	a	Yes	Yes	a	a	Yes	Yes	a	a	Yes	No	a	a
	Spain	Yes	Yes	Yes	a	No	No	No	a	Yes	Yes	Yes	a	No	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a
	Sweden	Yes	Yes	a	Yes	No	No	a	No	Yes	Yes	a	No	No	No	a	No	Yes	Yes	a	No	No	No	a	No
	Switzerland	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	a
	United States	No	a	No	No	No	a	No	No	No	a	No	No	No	a	Yes	Yes	Yes	a	m	No	Yes	a	No	No
Partner countries	Brazil	Yes	a	Yes	a	No	a	No	a	Yes	a	Yes	a	No	a	Yes	a	Yes	a	Yes	a	No	a	No	a
	Estonia	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes
	Israel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m	m	Yes	Yes	Yes	a	m	m	m	m	Yes	Yes	m	m
	Slovenia	Yes	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	a	Yes	Yes	a	a	Yes	Yes	a	a

Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/888932310548>



**From:**  
**Education at a Glance 2010**  
OECD Indicators

**Access the complete publication at:**  
<https://doi.org/10.1787/eag-2010-en>

**Please cite this chapter as:**

OECD (2010), "What school choices are available and what measures do countries use to promote or restrict school choice?", in *Education at a Glance 2010: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2010-29-en>

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